DOCUMENT RESUME

ED 183 104 HE 012 360

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TITLE "Project Outreach," Final Report, December 31, 1979.
INSTITUTION Jersey City State Coll., N.J.
SPONS AGENCY Ford Foundation, New York, N.Y.
PUB DATE 10 Jan 80
NOTE 69p.: Four pages of the appendices on the Colonial America curriculum may not reproduce well
AVAILABLE FROM Project Outreach, Jersey City State College, 3029 Kennedy Blvd., Jersey City, NJ 07305

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Art Education; *College Curriculum; *College Faculty; Colonial History (United States); Curriculum Development; Faculty College Relationship; *Faculty Development; Family (Sociological Unit); Higher Education; *Instructional Improvement; *Instructional Materials; Mathematics Education; Philosophy; Program Descriptions; Scientific Concepts; State Colleges; Teacher Participation
IDENTIFIERS *Project Outreach

ABSTRACT

Fall 1979 activities for Project Outreach, a faculty development program at Jersey City State College, are described. Problems involved in carrying out these activities, a statement of expenditures and balances, and a set of recommendations are covered. Four areas of activity planned at the college were: a second series of study skills seminars, a reading/writing exploratory blend, course monitoring, and feedback/sharing sessions. Study skills seminars were not enacted in the fall semester and course monitoring was limited. The reading/writing effort operated successfully in the freshman block program, and two types of feedback/sharing sessions were conducted. One type was for participating faculty, and a second type was for faculty not yet involved in this kind of work. Recommendations are offered for improving faculty involvement in curriculum reform. Samples of course material in the following areas are appended: sociology of the family, colonial America, introduction to philosophy, basic concepts of science, and contemporary art. A report of the mathematics component of Project Outreach and the preliminary report to the Ford Foundation on the consortium project are also appended. (SW)

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FEB 2 8 1980

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project Outreach

A FORD FOUNDATION FUNDED EFFORT AT FACULTY DEVELOPMENT

ED183104

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January 10, 1980

I am enclosing a copy of the final report of Project Outreach as directed in the original proposal for the grant. It incorporates the preliminary report of September 29, 1979, a description of activities carried by the Project during the fall semester, 1979, conclusions, recommendations, and materials generated by faculty participating in the Project.

I hope these data will be helpful to you.

R. Latzer
Director

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"PROJECT OUTREACH"

FINAL REPORT

December 31, 1979

R.M. LATZER, Director

This report is designed as a complement to the Director's report dated September 29, 1979, and will deal only with activities during the period September through December, 1979. The problems involved in carrying out these activities, a statement of expenditures and balances, and a set of recommendations for continuing the kind of activity Project Outreach started comprise the substance of the present report.

Appendix II includes the September 29 report.

"PROJECT OUTREACH"

FINAL REPORT

ACTIVITIES: FALL, 1979

At Jersey City State College: Page 10 of the September 29 report lists four areas of activity which the Project staff expected to engage in during the fall semester:

1 - A second series of study skills seminars

2 - A reading/writing exploratory blend

3 - Course monitoring

4 - Feedback/sharing sessions

1 - The second series never came into being. The staff had begun to offer a repetition of the original series in late Spetember, expecting to start the second series several weeks later in mid-October. Unfortunately, the staff member designing these seminars, one who is uniquely qualified to offer them,was hospitalized in early October for a period of two months. Her absence from the project cut short these activities. By the time she knew she would not be able to carry on, the only person also qualified in this area had such a heavy schedule that no provision could be made for working her into the Project's seminars.

2 - A reading/writing exploratory blend: The freshman Block Program,in which this blend is developing, operated successfully during its first semester this fall. Weekly meetings of the core faculty, albeit hampered by the absence of our hospitalized staff member, began to design activities in which both reading and writing techniques would be blended. More of this work is expected in subsequent semesters.

3 - Course monitoring: Originally the staff was assigned to participating faculty so that they could work together to arrive at mutually acceptable techniques of monitoring the progess of those general studies courses which were to use basic verbal and math techniques as part of the course work. The courses, which were to be monitored by one staff member were cancelled for lack of enrollment at the beginning of the semester. One staff member was hospitalized. These two events seriously eroded efforts at monitoring. A third staff member held weekly meetings wiht one of the participating faculty and sporadic meetings with a second.

The fourth staff member tried unsuccessfully to make contact with those faculty assigned to him.

Some faculty, however, submitted materials they had designed for examination by the staff. Appendix I includes a sampling of that work.

4 - Feedback/sharing sessions: Two types of these sessions were scheduled: one for the participating faculty, a second for faculty not yet involved in this kind of work. In late September and in October, three sessions were held at which the staff member from the Mathematics Department demonstrated some of her findings in using a mathematics model for charting learning patterns among her students. These sessions, all of which involved participating faculty, were fairly well attended. Although the staff received some feedback from them diring the sessions, generally the sharing was minimal.

A single session for new faculty was held in October. Six new members attended and were apparently taken by the idea of introducing basic skills work into their courses.

During November, for a variety of reasons, sessions scheduled both for new faculty and for the participating faculty were not able to attract participants. Conjecture as to the reasons for this falling off is fruitless. The effect was to raise questions among staff members as to the value of their activities and thus to dampen further interest in the Project. For lack of interest and because of the increasing pressure of end-of-term activities, the two December sessions were cancelled.

At Hudson County Community College:

1 - Appointment of Faculty for Honoraria:

Thomas Bolger - Business
Jane Isenberg - Communications
Gloria Levy - Human Services
Victor Mastrovincenzo - Mathematics
Dennis McMullen - Counseling/Psychology
Reul Olin - CETA Training Program
Robert Machalow - ESL
Joseph Rafter - Psychology
Joseph Vacarelli - Sociology

2 - Faculty Colloquia:

March 1	Steven's Institute Faculty Meeting. "How Project Outreach can reach out to you." Beverley Garbaccio
March 9	"How to Motivate Students to use Basic Skills across the Curriculum" Dennis McMullen
March 16	"Why Business Students need Basic Skills Reinforcement" Thomas Bolger
March 27	"Competency-Based Education" Dr. William Beebee, Director, Adult Education Center, Jersey City
September 21	"Community College Curriculum: Its structure and possibilities" Albert Romano, Editor and Reading Specialist
October 28	"How to Intergrate Basic Skills into Other Programs" Dr. Edward Foster, Director of the American Studies Program, Stevens Institute of Technology
December 12	"Developing Basic Skills Materials" Michael Goodman, Editor, Skills Department, Scholastic Magazines and Books, Inc.
December 17	"Study Strategies for College Survival" Liliane MacPherson, Educational Development Specialist, Jersey City State College

3 - Project Outreach Workshops

February 17	-Seminar on the metric system Eugene Langbien
March 10	- Determining Grade Level of Texts Dr. Edward Fry
April 9	-Paper on teaching the Secondary Source Research Report, written by Judith Albornoz
November 5	- "Faculty Utilization of Student Personnel Resources and Referrals," a talk given by Dennis McMullen
December 23	- "Notetaking from Lectures" "Test-taking Strategies" "Previewing a Textbook" (Three papers by Myrna Ehrlich)

CONCLUSIONS:

Jersey City State College: What began as an exciting and challenging continuation of the summer activities, because of several unrelated but significant factors, deteriorated toward the end of the semester into a pro-forma schedule and finally into a cancellation of activities. The examination of curriculum design begun during the summer and the hope that from this body of faculty would emerge a grass-roots effort at curriculum reform were not to be fulfilled.

Perhaps the movement was too rapid to bring about any long-range change. At the heart of any curriculum reform lies the attitudes of participating faculty toward such change. No change can be imposed on faculty for that kind results only in paper design. It never manifests itself in the activities of a teacher or his/her students.

It is possible that work with faculty attitudes requires an extended period of time when faculty have reduced course responsibilities, reduced school commitments, and in general a period of distraction-free time. It is also possible that faculty need to have their rime built into schedules. Working on these assumptions, the director has designed a series of recommendations for working with faculty if this effort is to continue.

RECOMMENDATIONS: Jersey City State College:

There is an insistent, profound, and obvious need for extensive curriculum revision. The clientele we now advise have serious and long-standing verbal (oral/written) problems; they have problems of critical thinking (sifting evidence from blather, drawing well-founded conclusions, recognizing purposive illogicalities); they have problems of lack of knowledge and ignorance of the techniques conventioanlly used to gather this knowledge; they have problems of abstracting, including abstracting in mathematical terms.

The need for curriculum reform is recognized by faculty and administration, almost to a banality. There are many bodies at the college ready to revise curricula: department committees, senate committees, deans and their associates, directors, and coordinators. All are well-intentioned; many are eager; a number are well-informed. But the college's efforts in this direction are misplaced and therefore doomed to failure. Neither committees nor administrators nor student representatives can revise curricula. The only people who will effect real and significant change in specific ways of designing learning experiences are those who have: (1) knowledge of the area they are working in; (2) experience in designing learning activities; and (3) motivation to extend the benefits of an adult mode of learning to our clientele. Only our faculty, those with the imagination and personal security to set aside those learning activities that no longer work well and spend the large and continuous effort required to undertake curriculum revision, can get the job done.

Recommendation I -
Faculty must do this work both individually and jointly -- working by themselves while being free to consult with other faculty for ideas and materials.

Only teaching faculty have already experienced the frustration of being bound by their scholarly demands while being seduced in-o designing course "easy" enough to attract students. Only teaching faculty have experienced the appalling condition of having half a class drop a course after hearing in its first session that the study will involve a bibliography, a research effort, and written reports. Only teaching faculty have realized the futility of preparing current materials for three months before a course commences only to have it cancelled for low enrollment. Only teahing faculty have been confronted by despondent upperclassmen who ask the unanswerable question:"Why are there no courses for us to take?"

Not only do such conditions exist; they are chronic. They have contributed to low morale, to shoddy teaching, to cynicism and to self-defeating hostility against a hard-working but insensitive administration. If those conditions are to be changed, the teaching faculty must change them. They must be encouraged, supported, aided, and prodded by the administration; but not supplanted by them. THE ADMinistration must ensure that this is a long-term and continuing effort; that the revision will be implemented; that it will make a difference, and that faculty are convinced of the administration's interest in the revision -- no matter how long it takes.

Recommendation II-

The revision must involve all departments in the School of Arts and Sciences.

It is in this school that the bulk of students take courses; this is where most of the academic "majors" are located; this is where students' lack of ideas, of verbal sophistication, of computational agility, and of experience in logical and critical thinking often manifest themselves.

Recommendation III-

A faculty member working on revision must be limited in these efforts to revising one course.

This limitation is necessary because the amount of reading, thinking, and writing for such basic revision is too extensive to allow a teacher to work on more than one course at a time. This limitation will impose a reasonable demand on the instructor that he redesign that course within a given semester.

Recommendation IV -

Faculty members working on courses in allied areas should be encouraged to consult with each other regularly.

Administration can help in this respect by scheduling appropriately, by reducing administrative demands on the instructors' time, by providing adequate work space -- especially in the Irwin Builing so as to encourage faculty use of the library's holdings -- and by providing support services that encourage faculty interaction (e.g. food service, reference work, secretarial services, consultants).

Recommendation V -

Each faculty member engaged in revising a course must be given 3-4 semester hours released time to do so.

No other way can be devised for allowing faculty enough free time to do something worth doing. If, within a semester, he has not provided a workable and reasonable course revision that shows an understanding of the real needs, interests, and weaknesses of our present clientele, the faculty member's released time should be forfeited to some more imaginative department member. Judgement is a matter for department peers.

Recommendation VI -

Each department in the School of Arts and Sciences should "employ" as consultant a faculty member whose expertise lies either in reading/writing or in mathematics skills.

The consultant may work with as many as three departments, for each receiving three semester hourse released time. No more than nine semester hourse of inload work should ne given over to consulting. The remaining three semester hours must be used in active teaching.(The provision for a reading/writing and a mathematics consultant is a recognition that active interaction by these consultants with faculty involved in academic areas will ensure a course design which will fulfill the paradigm described in the next section of this report.) Revision must be carried on in terms that allow the greatest opportunity for the students we enroll to change their habitual attitudes towards academic work and their own role expectencies. Course revision is not merely an effort at updating information in a field. (That is a continuing responsibility of any academic in his specialty.) It is a recasting of the academic expereince of the instructor in terms that his students can work with. It is a method by which the gradually increasing rigor of intellectual experience involves the students by exciting them to the world of ideas and relationships, not by threatening their already weak egos. It is, above all, a technique through which the revised course becomes a context in which the student must demonstrate operationally mastery of the content.

To this end, the following course paradigm is recommended. What the content, the teaching materials and the instructional techniques, a course should include:

--a set of student activities related to the content by which the student proves his mastery of the content.

These activities are the course; they are not evaluative techniques tagged on after the instructor has finished lecturing.

--a required bibliography.

These selections are designed with the current reading levels of the students in mind but making the assumption that the course will help upgrade these levels.The course reading must be designed in such a way that increase in comprehension lebel takes place. A student should expect that at the end of every course, one of the ways in which he has changed is that he can read more effectively in that area than he could when he started the course.

--techniques that highlight the special language of that discipline.

One of the keys to improved comprehension and ability to think in new directions is the accurate and precise ise of a specialized vocabulary. If the course cannot rpovide one, it is academically weak and should be abandoned.

--techniques that allow for early diagnosis of students who are nonnative speakers of English.

Such diagnosis must determine whether a student can operate effectively within the course in spite of his non-native language usage. It is not sufficient to determine that a student is a non-native speaker. The question has to be whether or not he uses English effectively enough to work within the course.

--provision for extensive and regular written work (and where appropriate computation) keyed to the content of the course.

Writing is a primary method for ordering ideas, for arriving at precision in expression, and for generating new ideas. This requirement is a way of forcing the students to increase their verbal capacity and share in the intellectual content of the course. Just as mandated by the reading requirement, however, writing must be designed in increasingly sophisticated levels so that advancement in writing technique, in logical thinking, and in organization can be measured at the course's close. In this respect, the thirty-four "Objectives for College Writing" designed by the English department are recommended as the college standard.

During each summer session, the college should provide sufficient funds to allot three semester hours to each of the Arts and Sciences departments so that a represetative can participate in an annual cross-departmental review of the existing curriculum and can engage faculty from other departments in a continuing dialogue for purposes of discovering new instructional techniques. This review should take the form of a six-wekk seminar devoted to both interdepartmental discussion of current curriculum issues and individual work in dpeartmental program. At least one all-day session once a week for six weeks (or two for four weeks) should involve presentations by faculty, constultant interchange, reviews of new materials, etc. Each faculty would be responsible for writing a document for review by his/her department early in the fall semester. The document would deal with an issue as directed by the seminar but from the point of view of the department and with its own academic interests in mind.

Such seminars might accomplish several goals:

--give the faculty a sense of working together on common curriculum problems.

--provide a forum for community outreach.

--allow departmental concerns to be examined in the light of similar concerns in other departments.

--encourage faculty experimentation and curriculum research.

--assist in research and development of new teaching/learning modes.

APPENDIX I

SAMPLES OF COURSE MATERIAL

Sociology of the Family

Colonial America

Introduction to Philosophy

Basic Concepts of Science

Contemporary Art

REPORT BY MATHEMATICS COMPONENT

SOCIOLOGY OF THE
FAMILY

Sociology of the Family J. Dykstra

Many quotable observations have been made over the years about wives, very few about husbands. Here are some samples:

"Of earthly goods, the best is a good wife; a bad, the bitterest curse of human life." Simonides

"Wives are young men's mistresses; companions for middle age; and old men's nurses." Bacon

"The happiest wife is not she that getteth the best husband, but she that maketh the best of that which she getteth." Helen Rowland

"A good wife is a perfect lady in the living room, a good cook in the kitchen, and a harlot in the bed room." Richard Sale

"When a man marries
His best friends hear no more of him." Shelley

"No matter how happily a woman may be married, it always pleases her to discover that there is a nice man who wishes that she were not." H. L. Mencken

"Keep your eyes wide open before marriage, half shut afterwards." B. Franklin

"He knows little who will tell his wife all he knows." Fuller

"No one can constantly sleep with his own wife and take heart-felt pleasure in it." Nicharcus

"Every married man should believe that there's but one good wife in the world, and that's his own." Swift

"The very name of wife and marriage
Is poison to the dearest sweets of love." John Dryden

"Marriage is of so much use to a woman...that, whether she marry well or ill, she can hardly miss some benefit." R. L. Stevenson

"The reason why so few marriages are happy is because young ladies spend their time in making nets, not in making cages." Swift

"There is only one thing for a man to do who is married to a woman who enjoys spending money, and that is to enjoy earning it." E. W. Howe

"Marriage halves our griefs, doubles our joys, and quadruples our expenses." Vincent Lean

How much do you know about the family?

1. During most of the past 10 years the American birth rate has
   a. increased
   b. decreased
   c. stayed about the same

2. According to the Kinsy Report, the most reliable evidence available, the percentage of American husbands having sexual relations with women other than their wives at some time during their married life is:
   a. 2%
   b. 5%
   c. 10%
   d. 25%
   e. over 50%

3. The percentage of American married women employed outside the home is now about:
   a. 5%
   b. 10%
   c. 20%
   d. 30%
   e. 45%

4. Of all women workers the percentage who are married is now:
   a. one out of twenty
   b. one out of ten
   c. one out of five
   d. one out of two

5. Over the past five years the divorce rate in the United States has:
   a. moved upward
   b. moved downward
   c. stayed about the same

6. The percentage of Americans who never marry during their lifetime is about:
   a. 1 out of 100
   b. 3 out of 100
   c. 8 out of 100
   d. 20 out of 100
   e. 33 out of 100

7. The excess of females over males is, in the United States, greatest:
   a. among children up to 10 years of age
   b. in the 11-20
   c. in the 21-36
   d. in the 31-40
   e. in the over 50 age group

8. On the basis of such incomplete evidence as is available it would seem that the likelihood of a marriage ending in divorce is greatest if:
   a. both parties are Roman Catholic
   b. both partners are Protestant
   c. both partners are Jewish
   d. the husband is Protestant, and the wife Roman Catholic
   e. the wife is Protestant, and the husband Roman Catholic

9. Of all marriages involving Roman Catholics the percentage in which one of the partners is a non-catholic is, in the U.S.A.
   a. about 3%
   b. about 8%
   c. about 15%
   d. about 20%
   e. over 30%

10. Of the following countries the highest birth rate is presently found in:
   a. West Germany
   b. Sweden
   c. France
   d. the United States
   e. United Kingdom

11. Out of 300 unmarried women 28 years of age, equally divided among 100 who have never been married, 100 who have been married, but whose husbands have died, and 100 who are divorced, the number marrying during the next year will be the greatest among:
   a. the never married group
   d. the widowed group
   c. the divorced group

12. The increase in the percentage of working wives between 1970 and 1975 has been <u>least</u>:
   a. in the 16-19 year old group
   b. in the 20-24 year old group
   c. in the 25-34 year old group
   d. in the 35-44 year old group
   e. in the 45-64 year old group

CHAPTER 1 - "MARRIAGE IN A CHANGING SOCIETY"

1. What conclusion does Melville reach in response to his initial question, "Marriage and family - are they dying institutions?"

2. What does Melville see as the major difficulties in understanding marriage and family behavior?

3. What does Melville have in mind when he refers to "studying backstage behavior?"

4. Why do you think Melville chose to include the picture "Family Portrait" (p.2) in his text?

Box 1-1 "In Defense of Traditional Marriage"

1. What is the source of the information presented in this box?
2. To what extent did the views indicated seem to support traditional marriage?
3. To what extent were the views indicated critical of traditional marriage?

Box 1-2 - "Eleven New Facts of Marriage and Family"

1. What purpose did the author have in mind in presenting these facts?
2. Did any of the facts presented surprise you?
3. Do they tend to support the proposition that the family is a dying institution?

Box 1-3 - "Lesbian Fighting to Keep Her Son"

1. On the basis of such evidence as is provided, how would you decide this case, if you were the judge?

Box 1-4 - "How to Read Social Science Research"

1. The fourth of the suggestions provided suggests that one look first at the size and nature of the sample from which a generalization is drawn. What is meant by a sample? Why is it of such great importance that proper sampling procedure be followed?
2. Number 6 reads, "One fugitive from the law of averages does not disprove a generalization."
   Explain.
3. Number 9 reads, "Learn how to use statistics and beware of their misuses."

   What procedure is recommended to lessen the likelihood that one may be misled by statistics?

CHAPTER 2 - "MATE SELECTION- THE CHOICE IS YOURS."

1. What does Melville have in mind when he speaks of "the marriage market?" Do you think that the "market" concept is an accurate way of depicting what takes place?

2. What is meant by "comparison shopping?"

3. What are some of the chief ways in which bargaining for a mate in India is different from the bargaining process in the U.S.A.?

4. What are some of the newer procedures described that are used by some in the U.S.A. to find mates?
   Do you regard them as desireable?

5. To what extent does Melville believe that the old saying, "Likes attract", is true?

6. Explain:...."the tendency toward homogamy increased with the seriousness of the commitment." (p. 37 - col. 1 top)

7. What patterns prevail in the U.S.A. with respect to the ages of couples who marry?
   Are there logical reasons for these patterns?

8. What quality is emphasized in Melville's discussion of "interpersonal attraction"?

9. How does the American attitude toward romantic love differ from that found in other societies mentioned by Melville?

10. What conception of romantic love prevailed in the Middle Ages in Europe?

11. "The easy attainment of love makes it of little value" (p.50 - col. 1 bottom)
    Do you agree?

12. ...."we generally love or at least marry the best bargain we can get" (p. 55 - col. 2 top)
    Do you agree?

13. Explain the meaning of the following terms:
    Endogamy
    Exogamy
    Marriage gradient
    Sex ratio
    Propinquity
    Homogamy
    Love on the rebound

CHAPTER 2 (continued)

Box 2-1 - "Determining Your Best Match - A Dating Preference Questionnaire"

1 Are there any questions that are not included that you would consider important in determining whether a person would be a satisfactory date or mate?
2. Are there any questions included that you think are of no general interest today in the choice of a date or mate?

3. Are there any questions included which you believe are not likely to be answered accurately?
4. Would you indicate a different set of preferences if you were being matched with a date rather than a mate?

Box 2-2 - "Inequality Between the Sexes Begins at Home"

1. What does Judith Stiehm regard as the effect of the mating gradient in the U.S.A.?

Box 2-3 - "The Laboratory Experiment - Love Loves An Obstacle"

1. What hypothesis was tested in this experiment?
2. How was it tested?
3. What were the chief findings?

COLONIAL AMERICA

Colonial America

Major Themes and Questions in Settlement of New World and Development of American Tradition

1. Why did the colonists leave Europe in this period?
   a. what were conditions in Europe?
   b. why did they come to the New World?

2. What kind of society did colonist attempt to establish in the New World?
   a. what political ideas, institutions and practices developed in the colonies?
   b. did the colonist hope to re-establish the old world in the new or did they attempt to establish a unique society, unlike that they had experienced in Europe?

3. What relationship developed between the colonies and Great Britian? Were the colonists intent on founding a new nation or remaining loyal British subjects?

4. How "democratic" was Colonial America?
   a. What were attempts at democracy in Colonial America?
   b. How did democracy in England compare with that in Colonial Amreica?

B.

The Mayflower Compact

In the name of God, Amen. We whose names are underwritten, the loyal subjects of our dread sovereign Lord, King James, by the grace of God of Great Britian, France, and Ireland king, defender of the faith, etc.

Having undertaken, for the glory of God, and advancement of the Christian faith, and honor of our king and country, a voyage to plant the first colony in the Northern parts of Virginia, do by these presents solemnly and mutually in the presence of God, and one of another, covenant and combine ourselves together into a civil body politic, for our better ordering and preservation and furtherance of the ends aforesaid; and by the virtue hereof to enact, constitute, and frame such just and equal laws, ordinances, acts, constitutions, and offices, from time to time, as shall be thought most meet and convenient for the general good of the Colony, unto which we promise all due submission and obedience. In witness whereof we have hereunder subscribed our names at Cape Cod the 11 of November, in the year of the reign of our sovereign lord, King James, of England, France and Ireland the eighteenth, and of Scotland the fifty-fourth. Anno Dom. 1620.

True or False?

Write the letter T if the statement is correct; write F if it is false.

___1. The Pilgrims were forced to sign the Compact.
___2. The Compact was similar to other such agreements that had already been made in other colonies.
___3. The Pilgrims considered themselves subjects of King James.
___4. The new laws were to be just and equal.
___5. The Pilgrims later wrote a more complete constitution.
___6. The Compact was a religious agreement for church rule.
___7. A covenant is a religious book.
___8. The Pilgrims promised to be obedient to William Bradford.
___9. The Compact was our first democratic "constitution".
___10. The Compact set the tone for later colonial thinking about self-government.

Thought Questions

1. For what reason did the Pilgrim leaders decide to draw up the Mayflower Compact?
2. Why was the Mayflower Compact important to:
   a. the Pilgrims;
   b. later colonists in other parts of New England?

C.

The Voyager
John Smith: from A Description of New England, 1616

(Notes of Virginia)

From all these diligent observers, posterity may be bettered by the fruits of their labours...But it is not a work for everyone, to manage such an affaire as makes a discoverie, and plants a colony. It requires all the best parts of Art, Judgment, Courage, Honesty, Constancy, Diligence, and Industrie, to doe but neere well.

.....

Who can desire more content, that hath small meanes; or but only his merity to advance his fortune, then to tread, and plant that ground hee hath purchased by the hazard of his life?...If hee have any graine of faith or zeal in Religion, what can he doe less hurtfull to any: or more agreeable to God, then to seeke to convert those poore Salvages to know Christ, and humanitie, whose labors with discretion will triple requite thy charge and paines?...

Heer nature and liberty affords us that freely, which in England we want, or it costeth us dearly...He is a very bad fisher (that) cannot kill in one day with his hooke and line, one, two, or three hundred, though in England they will give more then twentie, may not both the servant, the master, and marchant, be well content with this gaine?...Thus, though all men be not fishers: yet all men, whatsoever, may in other matters doe as well. For necessity doth in these cases so rule a Commonwealth, and each in their severall functions, as their labours in their qualities may be as profitable, because there is necessary mutuall use of all....

The Pilgrim
William Bradford: from The History of Plymouth Plantation, 1620

After long beating at sea they fell with that land which is called Cape Cod. the which being made and certainly known to be it, they were not a little [illegible]ful. After some dolibaration had amongst themselves [illegible] the master of the ship [illegible] to stand [illegible] southward, the wind and weather being fair so to do. [illegible] place a[illegible] Rive[illegible] their habitation. [illegible] they had [illegible] har[illegible] hall[illegible], they fell among [illegible] shoals [illegible]ing [illegible] and they were so far entangled therewith as they con[illegible] danger[illegible] the wind shrinking upon them withal, again[illegible] the Cape, and thought themselves happ[illegible] before [illegible] overtook them, as by God's good p[illegible]

[illegible] arrived in a [illegible], and [illegible]
fell [illegible] knees a[illegible]
over [illegible] and [illegible]
[illegible]

[illegible]
[illegible]
[illegible]
[illegible]

NAME	DATES	COUNTRY SERVED	ACCOMPLISHMENTS
Dias			
De Gama			
Columbus			
Vespucci			
Balboa			
Ponce de Leon			
Magellan			
Cortes			
Pizarro			
De Soto			
Cabot			
Verrazano			
Cartier			
Champlain			
Marquette Joliet			
La Salle			

INTRODUCTION TO
PHILOSOPHY

UNDERSTANDING PHILOSOPHY:
A Glossary of Philosophic Terms

Second Edition

George Karnoutsos
Department of Philosophy and Religion
Jersey City State College

ABSOLUTE: 1. As an adjective: Perfect; free from restriction; unlimited; independent; unconditioned and unconditional; complete; all-inclusive; total; positive; unquestionable; nonrelative. The term refers to that which has its own nature, which is not dependent on, or in relation to, something else. Thus, to speak of an absolute value is to speak of a value that remains what it is however human beings relate to it or the world changes. 2. As a noun: Ultimate reality or God; that one being which has absolute existence (particularly in 19th-century idealistic philosophy).

ABSOLUTE IDEALISM: Monistic variant of idealism, according to which the real is one inclusive mind or self, the "Absolute." In the philosophy of G. W. F. Hegel and others, ultimate reality is the Absolute Mind and every part of the universe has its being and character as an aspect of that reality.

ABSOLUTISM: 1. Any theory in which a final and always relevant standard exists in its own right (as opposed to that which exists only relatively to something else); the belief that something exists absolutely. 2. In epistemology: The doctrine that absolute truths exist and can be known; the doctrine that truth is established in the eternal nature of things and, hence, is unchanging, objective, and universal: opposed to epistemological relativism and skepticism. 3. In esthetics: The view that beauty is an objective, unvarying property of things; the doctrine that esthetic values are established in the eternal nature of things, that they are not made and cannot be changed by human beings, and that they are unchanging, objective, and universal: opposed to esthetic relativism. 4. In ethics: The theory that there are moral standards, rules, or principles which are true regardless of time, place, or circumstances; the view that there are certain moral values that are what they are independently of human desires, judgment, and the conditions of human life; the theory that moral values are established in the eternal nature of things, that they are not made and cannot be changed by human beings, and that they are unchanging, objective, and universal: opposed to ethical relativism. Plato, for example, was convinced that just as in mathematics there is only one correct answer to a calculation, so in ethics there is a unique, absolute standard of what is right and good. This standard, applicable to all men, can be discovered by means of our reason. 5. In metaphysics: Belief in the existence of an absolute being; the theory that all reality is one interconnected whole or unity. In the philosophy of G. W. F. Hegel, for example, the Absolute includes all finite and relative things as parts or aspects of itself. 6. In political theory: The doctrine of unlimited authority and control in government.

ABSTRACT: 1. As an adjective: Nonspecific; opposed to concrete, individual, or particular. 2. As a noun: A general consideration, independent of particular concerns or objects. For example, a philosopher may attempt to ascertain the nature of justice in the abstract, without reference to any particular case.

ABSTRACTION: 1. The mental power or process of separating one part of an entity from its other parts. 2. The process of inferring the class from the particular instance.

ACCIDENTALISM: The theory that events occur by accident or without cause.

ACCIDENTAL CHARACTERISTIC: A characteristic that is not necessary to make a thing what it is; an accompanying or incidental characteristic.

ACT UTILITARIANISM: In normative ethics: The position that an action is moral if it produces the greatest happiness for the most people. See RULE UTILITARIANISM.

AESTHETICISM: See ESTHETICISM.

AESTHETICS: See ESTHETICS.

AGNOSTICISM: 1.In general: The theory that truth-claims regarding the ultimate questions in philosophy--for example, those pertaining to the nature of ultimate reality, the existence of a First Cause, and the existence of an immaterial, immortal soul--have been neither proved nor disproved and/or cannot be proved or disproved; a claim or profession of ignorance and a state of suspended judgment regarding such truth-claims. 2. In theology: A claim or profession of ignorance and a state of suspended judgment regarding the existence of God; the claim that it is impossible to demonstrate conclusively either the existence or non-existence of God. Often confused with, but to be distinguished from atheism. The term "agnosticism" was coined by T. H. Huxley. After careful examination of the arguments and "evidence" for and against the existence of God, Huxley concluded that there is no conclusive evidence for either view. He elected to suspend judgment on the matter until adequate evidence for either theism or atheism became available. He did not believe that the suspension of judgment on the question is a danger to social bonds or to morality. He pointed out that morality, in the final analysis, is based upon human needs, rather than on religious claims.

AGRARIANISM: 1. The theory or practice of equal distribution of lands. 2. Political dissension or agitation with the objective of redistributing lands or of equalizing farm income, especially by the use of government controls.

ALLEGORY: The setting forth of a subject or the telling of a story in figurative, or symbolic, language requiring interpretation; especially, a narrative veiling a moral lesson by symbolic devices. Example: the parable of the prodigal son.

ALTRUISM: 1. In ethics: The doctrine that one should emphasize the good of others over one's own good or that one ought to act for the general good; the view that each person's proper goal in life is to further the interest(s) or happiness of other people. 2. The pursuit of ends that aid the interest and welfare of other people; benevolence; love and devotion directed toward humanity rather than narrowly toward oneself.

AMBIGUOUS: Quality of a term that has different meanings when used in different contexts. For example, the term "line" means one thing to a painter, another thing to a mathematician, a third thing to a plumber, and yet a fourth thing to a reporter.

AMORAL: Neither moral (right) nor immoral (wrong) but outside the moral realm; morally neutral. Example: The claim that science takes no stand on

values and is therefore amoral.

ANALOGY: A type of reasoning based on comparison. When one reasons "from analogy," one infers that, if two or more entities resemble each other in some respects, it is likely that they will resemble each other in other respects as well.

ANALYSIS: 1. The process of breaking up a problem, idea, or statement into component parts that can then be dealt with more easily. 2. An inquiry aimed at discovering the true logical form of a statement. 3. In 20th-century analytic philosophy: Almost any inquiry or account concerning the meaning and use of words.

ANALYTIC: Quality of a sentence, statement, or proposition which does not purport to say anything about reality but simply explicates some part of the meaning of one or more of its terms. An analytic proposition is demonstrably and necessarily true by virtue of its logical form or the meanings of its component words; it is true by definition. The concept was introduced by Kant, who defined it in terms of a sentence (he called it a "judgment") in which the "predicate is contained in the subject" and "adds nothing to it." For example, in the sentence "A horse is an animal," he would say that the concept of "horse" already includes the concept of being an animal; we would say that "horse" means "an animal which . . ." and thus "is an animal" adds nothing to what we already know just from the term "horse." Kant also says that the criterion or test for analytic sentences (or "analyticity") is the principle of contradiction. An analytic sentence is one whose denial yields a self-contradiction. This is also Leibniz's and Hume's test. The term "analytic" contrasts with the term "synthetic."

ANALYTIC PHILOSOPHY: An emphasis in philosophical method and a movement in 20th-century philosophy, especially in the United States and Great Britain, in which activity is focused on linguistic study and the logical analysis of symbols, terms, concepts, and propositions. Also called philosophical analysis. See LINGUISTIC ANALYSIS.

ANARCHISM: 1. The theory that all forms of government should be abolished as unnecessary and incompatible with individual and social liberty and welfare; the view that government actually hinders rather than enhances the good of society and that greater good would result if government simply ceased to be. Anarchists generally believe in the inherent goodness of human nature and contend that government is the greatest enemy of the people. While they do not support the existence of any form of legal or political system, they may support certain types of human association. As substitutes for the coercive power of the state, they advocate voluntary cooperation and mutual aid. The theoretical anarchist holds the view that the authority of government to restrict the freedom of individuals has no theoretical justification. The militant anarchist is committed to the overthrow of existing government without regard to practical consequences. See two senses of term ANARCHY. Philosophical anarchists advocate anarchy in sense 1. They do not believe that it will lead to anarchy in the more popular sense. 2. The methods, especially terroristic ones, of anarchists.

ANARCHY: 1. Absence or utter disregard of government. In its positive sense, the term refers to a social structure without law and law enforcement by police or military forces. 2. In popular usage: A state of social chaos.

ANIMALISM: 1. The doctrine that man has no soul or spirit but is entirely animal. 2. The state of being motivated by sensual appetites or bodily desires only.

ANIMATISM: The belief that nature is full of a kind of potency, more marked in some things than in others, and existing especially in certain privileged persons (magicians, wizards, shamans, medicine men), as well as in totemic beasts and in certain magical implements (such as a magician's wand), words, and symbols.

ANIMISM: 1. The primitive belief that nature is filled with innumerable spirits having more or less distinct, although perhaps shadowy, individualities; the doctrine that all things, including objects ordinarily considered inanimate and natural phenomena, possess something analogous to a human personal life or soul; the view that the universe as a whole is one gigantic organism. 2. The doctrine that the phenomena of animal life are produced by a soul or spiritual force distinct from matter. 3. Belief in the existence of spirit or soul, as distinct from matter.

ANNIHILATIONISM: In theology: The doctrine that those who are finally impenitent will be totally annihilated after death.

ANTECEDENT: The first or "if" portion of a conditional or hypothetical statement; e.g., "If a man is rational, then he has free will" has "man is rational" as the antecedent.

ANTHROPOMORPHISM: The attribution of human characteristics, traits, attributes, qualities, feelings, or conduct to non-human entities, for example, to God, the gods, any spiritual being, inanimate objects, or the powers of nature. The term "anthropomorphic," meaning "having a structure or form like human beings," is usually applied to ideas about the divine. Those who have an anthropomorphic view of the divine think of it as having human-like characteristics in at least some important ways; for example, it behaves in purposeful ways, it shows anger, etc.

ANTHROPOPATHISM: The attribution of human emotions, passions, suffering, etc., to God or to gods.

ANTINOMY: A term used by I. Kant to refer to contradictory conclusions arrived at through valid deduction.

A POSTERIORI: 1. Dependent upon or following from experience: opposed to a priori. 2. In epistemology: Used to refer to propositions whose truth can be known only after having experienced the facts that make them true. For example, "The earth is spherical" is an a posteriori proposition: it is known to be true on the basis of experience. 3. In logic: A type of reasoning that begins with observed facts, from which are inferred general

KNOWLEDGE

Francis Bacon
The New Organon (1620)

Reading Assignment: handout

Questions:

1. Why did Bacon name his book The New Organon?
2. What is the relationship between knowledge and power?
3. What are Bacon's criticisms of the deductive method?
4. What are the basic weaknesses in Bacon's description of the scientific method?
5. In Bacon's usage, what does the term "idol" mean?
6. Explain: "Idols of the Tribe."
7. Explain: "Idols of the Cave."
8. Explain: "Idols of the Marketplace."
9. Explain: "Idols of the Theater."

Rene Descartes
Discourse on Method (1637)
Meditations on the First Philosophy (1641)

Reading Assignment:
handout
"Rene Descartes: Res Cogitans versus Res Extensa" (C95-106)
"Meditations I and II" (M95-105)

Questions:

1. What prompted Descartes to embark upon his philosophizing? What was he trying to accomplish?
2. What is the purpose of Descartes' "methodological skepticism" or "method of doubt"?
3. In what way did Descartes differ from ordinary skeptics?
4. Explain Descartes' four rules for the direction of the understanding.
5. In what respect did Descartes intend to imitate the geometricians?
6. How did Descartes seek to discredit knowledge based upon sense experience?
7. Explain: Cogito, ergo sum "I think, therefore I am."
8. How did Descartes define or interpret the "I" in "I think, therefore I am"?
9. How did Descartes attempt to prove the existence of God?
10. How did Descartes attempt to prove the existence of the external world?
11. Why is Descartes' philosophy generally considered to be an excellent example of rationalism?
12. Why is Descartes often called the "father of modern philosophy"?

MORALITY

Paul Henri d'Holbach
Good Sense (1772)

Reading Assignment:

handout

Questions:

1. Is there a necessary relationship between religion and morality, according to Holbach? Explain.
2. In what ways is religion harmful to morality?
3. Why should a person act morally if there is no God and no afterlife? What would Holbach say?

William Paley
Principles of Moral and Political Philosophy (1785)

Reading Assignment:

"William Paley: The Appeal to the Will of God" (C197-204)

Questions:

1. Define "right" and "virtue."
2. Distinguish between an "act of prudence" and an "act of duty."
3. What are the "two great questions" which lie at the basis of morality?
4. In what two ways can man discover the will of God?
5. Explain Paley's contention that we can use "the general happiness" as the standard of morality.

Immanuel Kant
Foundations of the Metaphysics of Morals (1785)

Reading Assignment:

handout
"Immanuel Kant: The Categorical Imperative" (C206-220)

Questions:

1. What does it mean to say that Kant was trying to develop a "rational morality"?
2. If morality is categorical and *a priori*, what alternative theories of morality are ruled out?
3. What do all moral acts have in common? What is their common goal or aim?
4. Explain Kant's distinction between "hypothetical imperatives" and the "categorical imperative."

GOVERNMENT

THOMAS HOBBES
LEVIATHAN (1651)

Reading Assignment:

handout
"In Defense of Dictatorship" (M 376-382)

Questions:

1. What does Hobbes mean by the term "state of nature"?
2. Describe conditions in the state of nature.
3. What is the ultimate motivation behind the establishment of government?
4. Why is it impossible for the sovereign to treat his subjects unjustly?
5. Why must the power of the sovereign be absolute?
6. What are the three types of government? Which does Hobbes favor? Why?
7. What rights does the citizen have?
8. Do citizens have the right to rebel against their government? Explain.
9. Why are relations among nations always those of a "state of war"?

JOHN LOCKE
SECOND TREATISE ON GOVERNMENT (1690)

Reading Assignment:

handout

Questions:

1. Why did Locke write his Two Treatises on Government?
2. How does Locke's view of human nature differ from that of Hobbes?
3. What does Locke mean by the term "state of nature"?
4. What are conditions like in the state of nature?
5. What is a natural law? What role does it play in Locke's political thought?
6. What is the motive for the establishment of government?
7. Explain Locke's view that political power is a "trust."
8. How does Locke show himself to favor limited, rather than absolute, government?
9. Explain Locke's plan for separation of powers within government.
10. Do citizens have the right to revolt against their government? Under what circumstances?
11. Why won't the right to revolt lead to constant political instability and anarchy?
12. Why should Americans especially be knowledgable regarding Locke's political theories?

RELIGION

BLAISE PASCAL
THOUGHTS (1669)

Reading Assignment:

"Blaise Pascal: The Religious Wager" (C 8-17)

Questions:

1. Into what three categories does Pascal divide people? What characteristics does he attribute to each?
2. To which group will he address his "wager"? Why not to the others?
3. What is natural (or rational) theology? Why is Pascal critical of it?
4. What is Pascal's prescription for lasting happiness? Do you agree? Why?
5. Explain the "religious wager."
6. What is Pascal's advice to the person who cannot bring himself to believe in God?
7. Interpret: "The heart hath its reasons, which the reason knows not of."

WILLIAM JAMES
THE WILL TO BELIEVE (1897)

Reading Assignment:

"William James: The Will to Believe" (C 57-68)

Questions:

1. Why did James later suggest that he might better have called his essay "The Right to Believe"?
2. Define: (a) hypothesis, (b) live hypothesis, (c) option, (d) live option, (e) forced option, (f) momentous option, and (g) genuine option.
3. What does James identify as his thesis? Explain what it means.
4. Why are moral questions illustrative of genuine options which cannot be decided on intellectual grounds?
5. What are the two affirmations of the "religious hypothesis"?
6. Why is the option between religious belief and disbelief a momentous option?
7. Why is the option between religious belief and disbelief a forced option?
8. According to James, the skeptic says it is "wiser and better" to refrain from religious belief because the evidence is insufficient. What is James's response?

RICHARD TAYLOR
METAPHYSICS (1963)

Reading Assignment:

"The Reason for Existence" (C 11, 21)

BASIC CONCEPTS
OF SCIENCE

Student Introduction

Energy Transformations

As you have already learned, energy can be changed from form to form but can neither be created nor destroyed. Energy transformations are taking place constantly in every cell in our bodies. Without these energy transformations we would be unable to gain the energy we require to carry out our vital life processes. Also, our modern industrial society depends upon the ability to transform energy from form to form. For example, an automobile engine and drive train move a car by conversion of the chemical energy of the fuel to kinetic energy, the energy of motion.

Let us consider some of the energy transformations on which we are so dependent:

SUNLIGHT to CHEMICAL

Plants carry on the process known as photosynthesis. In this process plants capture sunlight energy and use it to form chemical bonds between simple molecules such as carbon dioxide and water. The end results of this biological manufacturing process are the complex organic materials we often refer to as food. For example, in the giant starch molecule a great deal of sunlight energy is stored in the many chemical bonds

STUDENT INTRODUCTION

The Metric System

Measurement is vital to all fields of science. In order to understand the nature of living and non-living things, we must be able to answer such basic questions as:

How long?
What volume?
How hot?
How massive?
How much surface?
For what duration of time?
How energetic?

The basic system of measurement used in the English speaking world, of which the United States is considered a part, is the British system. If you are one of our many students who were not born in the United States you may already be familiar with aspects of the metric system. This section of the course will still be important to you, however, since we will be discussing metric units not in common use and conversion from the British system to the metric system.

The greatest disadvantage to the British system is that it is often difficult to convert from unit to unit (feet, pounds, gallons, etc., are basic units) without referring to a conversion table and then doing a calculation. For example, even if you have been using the British system all your life can you rapidly convert 14,820 feet to miles?

IIA.

GRAPHIC INTERPRETATION OF DATA

The most convenient and efficient way to present observations and particularly numerical facts about a system is by means of graphs. The graph provides a method by which large amounts of knowledge are considely presented and summarized.

Through careful interpretation of graphs it is possible to gain insight into the relationships among elements in a system. Trends may become apparent and it may even be possible to make cautious predictions. Yet predictions based upon the interpretation of graphs (extrapolation) may be misleading and down-right wrong. Predicting the future behavior of a system can be compared to climbing out onto the branch of a tree: the further out you go the more unsteady our position. This danger becomes especially apparent when one deals with social problems. For example, population growth has many complex interacting elements because it is probably influenced in some way by such factors as religion, education, economics, etc. Obviously, if graphs are to be used for making predictions the system and its interacting parts would have to be thoroughly understood.

Another example of a system is the world's fish supply. We may view a system as a connection of many different parts which interact, often in a complicated way. To understand the system, we have to find the different causes and find how each influences the total effect.

II A - Paper Exercise

CONTOUR OF THE OCEAN FLOOR

This unit of work will lead to a better understanding of:

1) How to draw a graph
2) How to interpret a graph
3) How to know when a graph exaggerates information

DRAW A PROFILE OF THE ATLANTIC OCEAN FLOOR ALONG THE 39°N. PARALLEL FROM CAPE MANY, N.J. TO CAPE ROCA, PORTUGAL.

OCEAN DEPTHS FROM CAPE MAY TO CAPE ROCA IN FATHOMS (1 fathom - 6 feet)

Distance Omiles a	Depth 0 fathoms	Distance 2200 miles	Depth 1150 fathoms
100	100	2225 b	750
125	1000	2325 b	700
325	2000	2450 b	550
475	2500	2475 c	0
650	3000	2525	1000
900	2800	2700	2000
1125	2900	2800	2800
1300	3125	3150	2700
1425	2900	3300	2300
1475	2000	3400	1000
1600	1600	3425	500
1900	2500	3475	100
2000	2100	3500 d	0
2150	1800		

a = Cape May

b = North Atlantic ridge

c = Craciosa Island, Azores

d = Cape Roca

Chemical Formulas Text-III B

After this lesson you will:

1. Become more familar with the names of the elements and their symbols. .
2. Understand the meaning of chemical formulas.
3. Understand the system of writing and reading chemical formulas.
4. Be able to name common chemical compounds based on their formulas.

Elements are the building blocks of matter. An element is any substance which cannot be separated into simpler substances. Iron and silicon are both examples of elements. So are carbon, lead, sulfur and oxygen. Most elements known today were discovered in rocks from the solid earth. The others were synthesized by geophysicists in laboratories. In the sciences, elements are often written by using a letter or group of letters called an atomic symbol. A symbol for an element is one or two letters. The first letter is always capitalized. For example, C is the symbol for carbon and Fe is the symbol for iron. (see experience I) Elements, when there is enough energy available combine during chemical reactions to form substances called compounds. A compound is made of two or more elements chemically united. Water, sodium chloride, magnetite, and sugar are examples of compounds. Each of these names of compounds is written in short hand form using a combination of element symbols. In your studies in science you will see and use the formulas of compounds. A formula is a short method of representing a compound. Every formula contains the symbols of the elements in the compound it represents.

For example:

Compound	Elements
Water (H_2O)	Hydrogen (H) Oxygen (O)
Sodium chloride (NaC1)	Sodium (Na) Chlorine (C1)
Magnetite (Fe_3 04)	Iron (Fe) Oxygen (O)

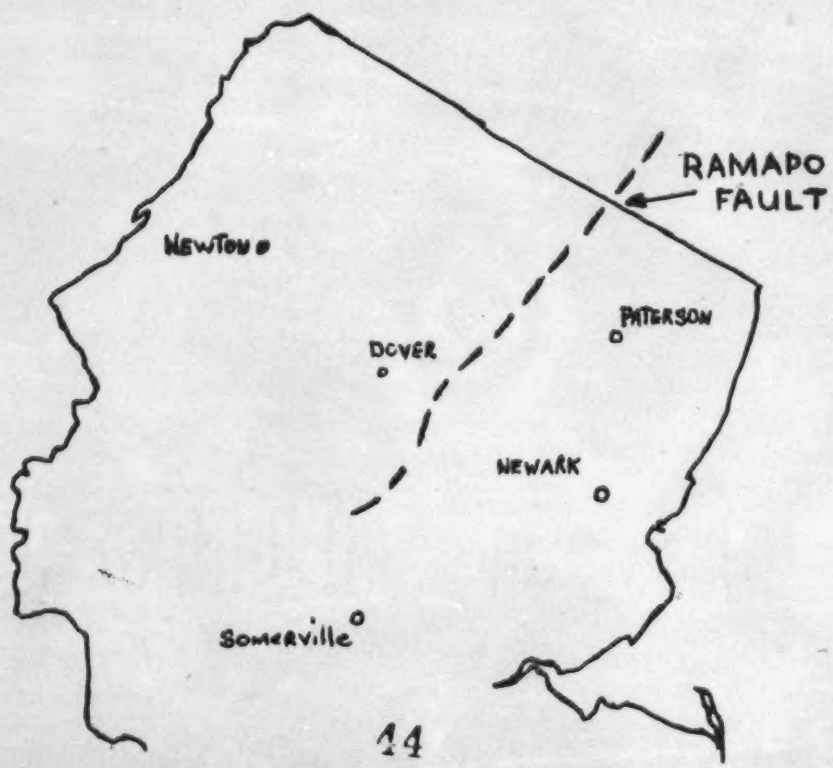
Forms of Energy--Text-IVA

After this experience you will:

1. Know the major forms of energy and where their effects can be observed.
2. Know the meaning of the Law of Energy Conservation.

There are many forms of energy. In our daily living and in nature, energy plays a very important role. It is important because it represents a fundamental entity found in all matter of the known physical universe. Whenever we use machines, turn on a light switch, or climb a set of stairs, energy is doing work. In the natural world, waves breaking on a beach, a mountain stream, or a growing maple tree all display energy being used. Energy is the ability to do work. We can do nothing without energy. Energy is really stored up work.

In northern New Jersey there is an active earthquake zone called the Ramapo Fault. The fault is storing energy. Geophysicists believe that if this energy were released, a high magnitude major earthquake would occur. In 1978, some scientists predicted this will happen within 40 years.



Exercise IV B

Sample of Cloze Test

EXERCISE FOR KINETIC MOLECULAR THEORY

According to the Kinetic Molecular theory, gases are composed of _____ or _____which are widely separated. These particles are in _____ motion, The velocity of the particles is dependent on the _____ _____. As the _____ increases, the velocity increases. The moving gas particles collide with the walls of the container and exert _____ on the walls of the container . As a gas is heated, the gas particles move more quickly exerting more pressure on the walls of the container. If the container is free to expand, the heated gas will move the _____ of the container outward. If the container is riged, like a can of hair spray, continued heating of the gas will continue to increase the _____ inside the can. A further increase in the temperature of the gas can cause the can to _____.

In general, it can be said that if a gas is heated, the gas will try to _____. Conversely, as the gas is cooled it will begin to _____ _____ volume.

When the gas is cooled sufficiently, the gas will change phase and become a _____. This is because the _____ forces have overcome the _____ forces. Further cooling of the liquid will cause it to change phase and become a _____.

CONTEMPORARY ART

REPORT OF
MATHEMATICS COMPONENT

PROJECT OUTREACH JANAK CHOPRA

FINAL REPORT

1978-79

STAGE I

A Questionnaire was issued to the Faculty and preliminary Seminars were conducted to elicit information about:

(i) mathematics operations in which students are poorly prepared

(ii) design of experimental activities which will effect transfer of mathematics skills to other courses

(iii) possible solution to the question of inadequate preparation.

STAGE II

Faculty from various departments participated in the summer Workshop, identified probable mathematics difficulties of students in general studies courses. Study Aids and Reference Materials were developed to assist students with specific problems such as:

(i) Translating word problems into Algebra

(ii) Evaluating literal equations

(iii) Solving simple equations

(iv) Materials on Graphing

STAGE III

Preliminary version of this material has been tested with students in the class room in the Fall semester and revisions will be made on the basis of responses. Faculty

and students will have the revised material available for use in their general studies courses.

Seminars were conducted on some specific topics:

(i) Number Patterns and Short Cuts

(ii) Stochastic Processes of Learning

(iii) Mathematical Techniques of Measuring Learning

APPENDIX II

PRELIMINARY REPORT TO THE FORD FOUNDATION

September 29, 1979

INTRODUCTION

Almost a year and a half ago, with the understanding that the Ford Foundation had decided to accept grant proposals from institutions of higher education that identify themselves as urban colleges and universities, with a view towards helping them examine some problems endemic to such institutions, a consortium consisting of Jersey City State College, Hudson County Community College, and Saint Peter's College proposed to explore ways of transferring basic skills activities in verbal and mathematics areas to content courses, primarily lower level introductory courses in the humanities, the social sciences, and the physical sciences.

The grant year began on January 1, 1979 and will extend to December 31, 1979. This report, covering the period January 1, 1979 to September 30, 1979, describes the organization of the consortium, the work it has done during the first two semesters of its operation, and the expectations for its final efforts.

ORGANIZATION

I - Project Director	Dr. Robert Latzer
Secretary to the Director	Miss Gwen Beverly
II - Jersey City State College Coordinator	Dr. Robert Latzer
Basic Skills Faculty Advisors- Jersey City State College	Ms. Viiu Batkay - ESL[1]
	Dr. Janka Chopra - Math.
	Ms. Myrna Ehrlich - Reading
	Ms. Barbara Hildner - Writing[2]
	Ms. Liliane MacPherson - Reading
	Ms. Julia Willebrand - ESL[3]
III - Hudson County Community College Coordinator	Ms. Beverly Garbaccio
	Ms. Mary Ellen Adams - Reading
	Mr. John Campion - Writing
	Mr. Eugene Langbein - Math.
IV - Saint Peter's College Coordinator	Mr. Robert Grinchuk
	Ms. Grace Hewitt, O. P. Writing
	Mr. James Jacobson - Reading
	Dr. Francis Rush - Math.

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[1] Summer, 1979
[2] Dr. Donald Silberman, as of 5/21.
[3] Fall, 1979

FOREWARD

Miriam T. Chaplin, in a recent issue of Kappa Delta Pi's Record, observes that

> The skills of reading, writing and mathematics do not exist in isolation, but as part of a conceptual whole. The reason why (Sic) it is so difficult to bring students to an acceptable level in remediation is precisely because students cannot comprehend the isolated skills as meaningful to their academic or personal lives.

Wendell Johnson, at the University of Iowa, said it as succinctly. "you can't write writing," he maintained. That is to say, writing exercises, like those in mathematics and reading, tend to become game playing because the student is always convinced that the content of these exercises is unimportant.

In the academic disciplines, the student sees form as significant. Yet no real communication takes place until the student masters both the form and the content of a discipline. And that interaction of form and content varies with each academic field.

Edward Hall contends that meaning is a product of information and context,[1] that information without any application to specific problems carries no meaning. Precisely that thesis is identified in a recent issue of the New York Times[2] by Fred Hechinger, who noted that many mathematics educators are convinced that math scores on standardized tests are dropping not because of a general lack of computational skills but because of students' inability to apply these skills in any real context. Mr. Hechinger points out that the 1979, 1980, and 1981 Yearbooks of the National Council of Teachers of Mathematics will be devoted, in one way or another, to this problem of the application of math skills.

Educators are beginning to see that the problem of "basic skills" cannot be solved merely by teaching these skills. The problem is far more subtle. Students unprepared for academic work in higher education need a context in which whatever skills they need are given a field to work in. These skills, verbal and computational, are not analogous to, e.g. the skills of using hand tools, playing a French horn, or typing. These verbal and math techniques are bound up with the field within which they operate.

The challenges of basic skills, then, becomes the search for imaginative minds, teachers who can redraw their own academic specialities in ways which encourage unprepared students to practice the specific verbal and math skills demanded by their academic disciplines. To find open-minded teachers and convince them of the view is the purpose of Project Outreach. "Pensees," a paper written by the Director and addressed to the staff during the early weeks of the Project, illustrates both the tentative and probing tone of this activity and the effort to find other schools which echo our problems and our view.

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1 Handbook of Proxemic Research

2 Thursday, September 23, 1979, Science Section

Robert Latzer 201-547-3012
Jersey City State College
Beverley Garbaccio
Hudson County Community College
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project Outreach A FORD FOUNDATION FUNDED EFFORT AT FACULTY DEVELOPMENT

PENSEES

> An anxious, demoralized and polarized faculty found that not only did it have many fewer students, but that the quality had declined proportionate to the quantity. Mean scores of student ability dropped from above 40% (i.e.in terms of standardized test scores, nearly 60% of college students nationwide scored higher) to below 20%. Faculty faced heterogeneous classes with large proportions of non-traditional students. Mean reading and writing scores were at the 9th grade level. Combined mean SAT scores were below 800. Most students were poorly prepared by high schools for college. More than half our freshmen come from minority groups and from ghetto schools. An increasing number have ESL problems, coming from strong ethnic backgrounds and/or foreign countries.

As familiar as this statement sounds, it is not a description of JCSC, a public, inner city state college in one of the lowest-income areas of the state. It is a description of Bloomfield College, a private, inter-urban college located in a low-to-middle income area. It is excerpted from an article written by Dr. William Sadler, Director of the Freshman Core Program at the college. He identifies a number of problems "commonly found in higher education": the unresolved conflict between a liberal arts tradition and careerism, the clash of expectations between traditional faculty and nontraditional students, the enormous pressures put upon teaching and the teaching/learning process as a result of widespread economic problems, the fragmentation of general education exacerbated by the increasing competitiveness within academia, and the demoralized state of faculty and students who manifest a lost sense of community and those accompanying symptoms such as a lack of dedication, purpose, and conviction.

From a recognition of these probelms emerged the Freshman Core Program, an attempt to answer a question Dr. Sadler believes is crucial to higher education:

How can a faculty help these students and provide them with a college education as they enter without lowering standards or diluting the quality of higher education?

The answer provided by Bloomfield College came in the form of Interdisciplinary Studies (IDS), a series of courses, workshops, and a seminar operating on a "cognitive skills approach" basis. It employs a faculty which not only designs curriculum and teaches but also self-instructs. Perhaps this last element is the key to the success of the program. Although this self-instruction often modifies the curriculum, as it stands now, IDS consists of:

IDS 100 - two pre-college courses, Developmental Reading & Writing and Basic Math & Quantitative Reasoning, each of which is a requirement for students with basic skills problems before they enter respectively:

IDS 101-102 - Literature & Social Sciences, in which emphasis is placed on what are common areas of study within literature, history, philosophy, political science, psychology and sociology;

and IDS 103-104 - Mathematics & Natural Science, which stresses essential elements in scientific discovery, thinking and reporting.

Operating simultaneously with these two-semester sequences is the Learning Support Workshop, designed for mastering basic skills in mathematics, reading and writing. A student stays in the workshop until he tests out of it. The workshop faculty plan and evaluate core course, and advise IDS faculty on materials and approaches as well as discuss basic skills problems with them.

Optional for students is the Life Planning Seminar which attempts to develop self-confidence, a sense of responsibility for one's own learning, and interpersonal communication skills.

The pedagogical emphasis in the program is on five objectives:

1 - careful observation
2 - competent analytical thinking
3 - drawing conclusions based on evidence
4 - seeing connections (synthesizing)
5 - sustained communication that elicits a response and learns from feedback

IDS seeks to attain these objectives by (a) eliminating lectures, and (b) concentrating on small group discussions, a laboratory-experiment approach, tutorials, and individual conferences. The staff has found that skills needed to be developed by the faculty in the Core Program include:

--establishing instructional objectives clearly;
--relating positively to students from backgrounds different from those of the faculty;
--running small group discussions productively;
--stimulating students to develop their own study skills and a general sense of responsibility for their own education; and
--enticing students to find learning through reading and writing worthwhile and exciting.

Although much of this program is similar to the basic skills work now operating at JCSC, two elements are missing:

a) a group of courses reserved for freshmen which attempt to integrate large areas of the General Studies Program and have clearly defined goals:

b) a consulting faculty; i.e. a group of teachers responsible for both the skill and content aspects of the program who work together planning the curriculum and examining their own needs for new learning.

Perhaps some discussion with Dr. Sadler and among interested faculty here might help us clarify our thinking and help us design an overall program for entering freshmen.

Bob Latzer

PERSONNEL

The Basic Skills Faculty Advisors at Jersey City State College were appointed on the basis of their positions as area coordinators in their respective departments as well as the interest shown in developing this project.

Although the project budget was drawn so that each Basic Skills Faculty Advisor would be paid one-fourth time as an Assistant Professor, the Math Coordinator is a full Professor. Therefore, she has elected to work an overload during the life of the project. As of September 1, Ms. Liliane MacPherson, an administrative specialist in reading and study skills, is being paid half time by the project. She is taking over the duties of Ms. Myrna Ehrlich as well as those she had earlier assumed. The other advisors and those at the other member institutions of the Consortium experienced no serious problems in their appointments.

Because of personal and professional problems, Ms. Barbara Hildner, Basic Skills Faculty Advisor for writing, surrendered her position on the staff at the end of the spring semester. She was replaced by Dr. Donald Silberman of the English Department. His rank is Assistant Professor. Since his work will carry forward into the fall semester, his quarter-time salary will be met by the Grant Budget.

ACADEMIC ACTIVITIES

At Jersey City State College

A planning meeting of the Jersey City State College staff prior to the end of the fall semester, 1978, determined that initial efforts would need to center on two activities:

1. consciousness-raising among the faculty concerning the purposes and activities of the project

2. a series of general orientation seminars in which interested faculty could be encouraged to participate

The first activity seemed warranted since the Project was a new departure, an activity which needed to involve faculty who were not part of the initial planning. Furthermore, it was to engage faculty with little orientation to the problems of verbal and math skills upgrading efforts. Finally, the Project hoped to attract faculty from many academic areas, perhaps from the entire College.

The second activity seemed a natural outgrowth of the first. If the staff would explain the Project effectively to a large variety of their academic colleagues at various fora, it might generate enough interest by some to encourage them to become engaged in the problem of basic skills transfer. Almost certainly, however, such enthusiasm would be mixed with a wariness and a perception of threat because of some of the political ramifications of the spectre of faculty retraining. Furthermore, faculty participation would have to be started in general ways since many faculty are oriented to the content of their own disciplines rather than to the formal features of communicating such content.

Consciousness-raising was undertaken in three ways: staff talks at various faculty meetings, written notices about the general seminars and the Project's purpose, and staff-faculty personal contact. In all these activities, the general operating principal was that the staff needed actively to pursue faculty; no assumption could be made that these latter would be attracted to the project automatically.

One advantage accrued to the staff: during the prior spring semester (1978) the staff of the Reading Improvement Center (RIC) had originated seminars for faculty on study skills in an effort to counteract the growing difficulties students were having in coping with the verbal demands of their instructors. If instructors could emphasize some of these study skills within the structure of their courses, the students might have success learning the disciplines. A dozen or more faculty had attended one or more sessions of the Reading Improvement Center seminars.

The extension of the seminars under the auspices of the Project would provide continuity with an existing activity and students, making the understanding of the Project's purposes more easily accessible to content-oriented faculty.

It was decided, therefore, that the first series of seminars would repeat the study skills concerns of the prior semester. The staff hoped to attract new faculty members to a recognized activity. Faculty who had attended some of the past seminars might want to attend others they had missed. Sessions would be scheduled weekly on Wednesdays at 12 noon, repeated Thursday at 1:00 p.m. so as to minimize schedule conflicts for faculty who wished to attend.

Substantial written material was prepared for each seminar, some from the previous series, some new. "Handouts" had been well received at the early seminars. More would be available during this present series.

Announcements were made in the faculty bulletin, an early one explaining the seminars and listing their schedule, later ones weekly to announce each session. In addition, flyers were distributed to all departments weekly. A special memo was sent to all department chairpersons urging them to encourage their faculty to attend. On January 11, the Director was given a short time toward the end of the general faculty meeting to announce the work of the Project. On February 5, he was joined by the faculty advisors for reading, speaking to the department and program chairpersons of the School of Arts and Sciences. A question-answer period followed. During this four-week period prior to the first seminar, all staff members made as much personal contact with faculty as time would permit.

The seminars were offered according to the following schedule in the library building:

February	14 - 15	Surveying a Textbook Previewing a Chapter
	21 - 22	Note taking from Lectures
	28 - March 1	Test taking Strategies
March	7 - 8	The Survey-Question-Read-Recite-Review System

Faculty turnout was disappointing. An average of three people attended the seminars. Some had attended the Reading Improvement Center, some were new. Some attended each of the sessions, some only one or two. A list of the names and departmental affiliation of an entire group is appended. (Appendix 1)

Both coordinators from the other Consortium institutions attended one or more sessions, to sense the nature of the activity and the problems of faculty participation.

Before the final session of this first series, the Director and one of the Reading staff addressed and gave a demonstration for the faculty of the School of Arts and Sciences at the invitation of Dean Clark. The Survey-Question-Read-Recite-Review System (SQ3R) was examined and pertinent

questions explored. Attending faculty were, for the most part, mildly interested. A few were openly hostile; one or two agreed to join the seminars.

At this session, an information sheet ("Project Outreach: 1979") was distributed. It dealt with the need for the Project, its scheduled activities and rewards such as they are. A copy is appended. (Appendix 2)

Following the March 7-8 sessions, the staff held a "brain-exchange" session (March 14) as a free-ranging discussion about directions of fruitful pursuit in the future. Although this session was announced orally and in print through a number of channels, only two non-staff faculty members appeared. The discussion was far-ranging and produced a number of helpful insights: e.g., Thinking, not only reading and writing, is a basic skill. Can disciplines like philosophy, history and literature be studied if students cannot cope with extended verbal discourse? General studies can be not only an activity introductory to the "major" but an interdisciplinary followup as well.

A transcript of this session is appended (Appendix 3)

A second series of seminars commenced on March 28. (Actually the series was to begin the previous week but the faculty strike intervened.) The following schedule was observed:

March 28	-	Student writing: the term paper
April 4	-	English as a Second Language (ESL) Differences in cultural assumptions
April 11	-	English as a Second Language (ESL) Techniques for distinguishing amount non-native speakers
April 18	-	Spring Vacation
April 25	-	Mathematics: Problems of Quantification

The second series was attended by some of the faculty who had originally voiced interest in the Study Skills series. A number of new people attended as well. This second series, however, did not develop the same sense of continuity the first series had. Disruptive elements included the faculty strike, religious holidays, and the spring vacation. "April," after all, seems to be "the cruelest month."

Near the beginning of the second series, on Monday, March 27, the Director was invited to address the Chairpersons of the School of Professional Studies. He spent approximately forty to forty-five minutes explaining the Project, answering questions, and posing some of his own. One of the questions dealt with the participation of faculty from the School of Professional Studies. The Director noted that two members of

that faculty had attended some of the seminars and had, therefore, been invited to join the Summer Workshop.

Invitations to this summer session activity had been sent on March 19 to all faculty who had shown enough interest in the Project to attend at least one of the seminars, either during the spring 1978 or 1979 series. Eighteen faculty were invited to participate: nine accepted. Four additional faculty (with Dr. Weisberg, one of the nine) joined as a group (The Basic Concepts in Science course). Five who had not participated were added at their own request. The total number of participating faculty as of May 15 was eighteen. This number is that envisioned in the original grant proposal although the amount of money specified in the budget suggests that as many as twenty faculty could be accepted into the workshop.

An organizing memo including a schedule of sessions is appended to this report. (Appendix 4)

The Summer Workshop - the core activity of the Project -- operated for four weeks from May 21 to June 15. As the organizing memo suggests, the workshop was structured in three different ways:

1. a weekly lecture/presentation by a member of the staff (a.m.) followed by an afternoon "feedback" session consisting of:

   A. discussion of the issues and techniques involved in the morning session;

   B. special presentations by invited participating faculty on techniques used to support basic skills work in their courses;

   C. a lecture by an especially qualified faculty member aside from the Project staff. A transcript of his remarks is appended. (Appendix 5)

2. a series of working faculty/staff groups (two and threes) who met during the week to discuss the progress they were making on their projects

3. an evaluation day (Thursday, June 14) to assess progress and determine future direction.

During this period, one of the helpful techniques to keep momentum and enthusiasm increasing was the circulation of a weekly newsletter summarizing the group's progress to this point named "Nits & Grits." It was at times a point of discussion among faculty, at other times, an information sheet to let all participants know what everybody else was doing.

Copies of "Nits & Grits" are appended. (Appendix 6)

A list of participating faculty, staff and guest members as well as a list of individual projects is appended. (Appendix 7)

During this four-week workshop, the conviction grew among the participants that such joint curriculum discussion was the most effective way to engage in curriculum revision. Discussion ranged over such topics as the lecture/discussion technique, use of simulation games, what to do with text books, and what tests test.

Out of the excitement of faculty sharing ideas and the energy of working together emerged a plan for amalgamating the General Studies Program with the Basic Skills Center. Called "The Block" it provided for specially-trained faculty to work together with each other and with a writing/reading skills specialist with a group of fifteen students (four "content" faculty, one skills specialist for each group of fifteen students) — meeting weekly and typing in their assignments and lectures material with the skills specialist's work.

A copy of this proposal is attached. (Appendix 8) The proposal is now in the hands of the School of Arts and Sciences administration and may be implemented in the spring of 1980. It is assumed that faculty in the Summer Workshop will be invited to join this effort to institutionalize the Block Program.

- Contacts With Other Schools -

During the spring, the Project has made contact with the following institutions for purposes as indicated:

-December, 1978	San Francisco Consortium G. Peter Lallo, Development Officer Exchange of information with other schools within grant
-Early January, 1979	Association of State Universities and Colleges Kurt Smith, Special Projects Director Preparation of report for "Connections"
-February 26	Kapiolani Community College, University of Hawaii Dr. Leon Richards, Assistant Dean of Instruction Exchange of information on respective projects
-February 27	Bloomfield College Dr. William Sadler, Director of Core Program Comparison of programs (visit-March 21)
-March 5	Borough of Manhattan Community College Margaret Hayes, Director of Admissions Exploring ways of getting an urban grant
-March 14	University of Wisconsin-Eau Claire Dr. Sarah Harder, Assistant to the Chancellor Investigation of Seminar: Teaching Disadvantaged Students
-March 14	Lehman College Dr. Ruth M. Kaye, English Department Investigation of CUNY's efforts in faculty development
-March 14	California State University at Fullerton Dr. Deborah Hancock, Chairperson, Joint Workshop on Reading and Writing Programs Within the Discipline Investigation of CSU's efforts at faculty development Subsequent publication of their Handbook of Programs lists Project Outreach (p. 23). The Director has requested copies of final reports from appropriate programs listed in the Handbook.
-March 15	Center for Personalized Instruction, Washington, D. C. Request for information on PSI programs

-April 2	Higher Education Research Institute, Los Angeles, California Russell L. Stockard, Research Associate Interest in our grant and in methods of assisting disadvantaged students
-May 15 (approximately)	All urban colleges and universities in New Jersey as listed in "Connections." Invitations to form a New Jersey Network of Urban Colleges for information exchange

Fall, 1979 -

At Jersey City State College

The design of activities for the fall semester is developing as the result of faculty participation in the Summer Workshop. These activities are underway:

1. A second series of study skills seminars
   Four topics will be developed as a second series: Motivational Techniques, Summarizing Written Material, Outlining, and Marking a Test. Originally planned for the spring semester, these seminars were postponed because of possible conflicts with the writing, ESL, and math sessions. The staff will initiate these sessions early in October.

2. A writing/reading exploratory blend
   Interest has been growing in an effort to relate writing and reading activities through active joint planning by the reading and writing members of the Project staff. This interest has been stimulated by the practical demands of the block program, a pilot effort at relating the two skills. We are encouraging participating faculty to share their insights with the reading/writing staff members to develop material that uses both disciplines.

3. Monitoring of the courses taught by the Participating Faculty ("target courses").
   Each staff member has been assigned certain participaint faculty to monitor during the fall semester. Each will explore ways of doing this that seem most appropriate to the specific faculty member.

A fall semester organizing memo is appended (Appendix 13)

It is just possible that some of the participating faculty will want to videotape sessions in which material developed in the workshops is used. If so, these tapes will become part of the material on which the reports and conclusions of the staff will be based.

4. Feedback/Sharing Sessions
   Beginning in mid-September, participating faculty and the staff are meeting monthly to identify problems, procedures, successes and failures in the application of the materials in their courses.
   Each participating faculty is being asked to chair one session (more if appropriate) so that discussion can be focused on the experiences of this person. (S)He presents the materials and techniques developed for the course and expects questions, comments, and suggestions from the group.

At Hudson County Community College Commission -

Because of the structure of the Commission's instructional staff predominantly as an adjunct faculty, this School has designed activities appropriate to a part-time faculty.

During the first semester, two types of activities were scheduled:

Faculty Colloquia: Invited speakers discuss common problems with faculty and staff members and participating faculty in the Learning Center

Workshops: Problem-oriented explorations with coordinators, participating faculty and Learning Center staff

A list of these academic activities is appended in this report. (Appendix 9)

Follow up activities during the summer were limited to planning for the current semester. A brief report on these planning sessions is appended. (Appendix 10)

At Saint Peter's College -

Consciousness-raising, publicizing the Project, took the form of a letter to the faculty from the Associate Dean for Academic Affairs. Following this general letter, the campus coordinator developed a series of colloquia on the theme: "Strategies for Dealing with Developmental Students." This series ran from March 21 to May 2 in weekly sessions. Each lecture attracted between fifteen and twenty-five faculty members from a large variety of disciplines.

Additional activities included an introductory workshop beginning a dialogue to identify common problems among faculty with developmental students and a final series of two workshops focusing on reading problems encountered by the faculty. A report of these sessions is appended.(Appendix 11)

In addition to the activities listed in the coordinator's report, the coordinator and the Dean of Academic Affairs will present a paper on the impact of the Faculty Service Center on college faculty. Scheduled for late October, the presentation will take place before the Professional and Organizational Development Network in Knoxville, Tennessee.

During the summer much of the energy of the Project was given over to detailed planning for the activities of the fall semester. Activities planned for are included in an "interim report" to the Director, dated September 13, and appended to this report. (Appendix 12)

- Special Notes -

1. The use of consultants - Although there are sufficient funds available for approximately twelve-fifteen consultant/days, the Project at Jersey City State College so far has not located a person whose background and qualifications seem sufficiently different from those of the staff members to warrant an invitation to address the members. At one point, a Washington, D.C. group known as the Center for Personalized Instruction was considered for such an invitation. But considerations of cost seemd to outweigh the possible benefit. A group of Rutgers faculty calling itself the Workshop for Writing Across the Curriculum will hold an orientation session at Union College, Cranford, on October 25. If this group proves valuable enough, the staff may invite it to address the workshop faculty sometime before Thanksgiving.

2. The development of the New Jersey Network of Urban Institutions - The publication of the first issue of "Connections" by American Association of State Colleges and Universities included a listing of eight New Jersey institutions other than those of our consortium. Although no detailed definition of the term has yet been formulated, several characteristics were included in the lead article of the publication. Urban institutions are those:

   1. whose mission emphasizes undergraduate education:

   2. whose admission policies tend to be non-selective:

   3. whose student body is composed of people:

      A. of diverse backgrounds

      B. who live in the local community

      C. who work to support themselves/family

      D. whose ages tend to cover a spectrum much wider than that of the traditional college student

   4. whose location tends to make them the chief source of higher education for a large segment of the urban population:

      A. minorities

      B. poor people

      C. underemployed youth

      C. elderly

   5. whose scheduling, course content and methodology tends to be flexible enough to accomodate their students.

   6. that are involved in:

A. remedial and developmental studies

B. bilingual programs

C. counseling and other support programs

7. that develop communication with local businesses, industry, government and social services.

These characteristics need examination for accuracy (and possible reformulation) and for their further development.

Project Outreach has undertaken to organize the Network of Urban Colleges. This effort is a spin-off activity from the Project, involving all three schools organizing an attempt to bring together the urban institutions in New Jersey for information exchange, discussion of issues affecting urban schools and colleges, and mutually profitable ways of acting jointly.

To date, of the ten institutions listed in "Connections," the following colleges are interested in joining the Network:

Bloomfield College

New Jersey Institute of Technology

Thomas A. Edison College

Ramapo College

Saint Peter's College

Jersey City State College

The three county colleges invited (Essex, Passaic and Camden) have not responded nor has Rutgers University' Newark.

A working session has been tentatively scheduled at Jersey City State College for Wednesday, November 14. Progress will be reported in the Director's final summation.

Relevant correspondence is appended. (Appendix 14)